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ABSTRACT

In the California Community Colleges (CCC), students who participate in athletics must be enrolled in a minimum of 12 credit units during the season of participation and must maintain a grade point average (GPA) of at least 2.0. In 1989, a study was conducted to determine whether there were differences in the educational goal achievement of student athletes and a comparison group of non-athletes. The study sample included 924 student athletes who participated in women's volleyball, softball, and basketball and men's basketball, football, and track and field during the 1986-87 academic year. Transcripts of athletes' academic achievement over a 3-year period (1986-87 through 1988-89) were provided by 11 participating community colleges. For comparative purposes, each college also submitted transcripts and demographic data for a sample of 1,034 non-athletes who attempted 12 units in fall 1986 or spring 1987. Study findings included the following: (1) women athletes earned a higher GPA (2.63) than the men (2.45) and completed more units (42.70 compared to 35.50); (2) athletes completed more units (37.3) than the comparison group (33.0), but earned a slightly lower GPA (2.50 versus 2.62); (3) Black male athletes as well as Black male and female comparison group students had lower GPA's than other ethnic groups, although Black and Hispanic athletes had higher GPA's than their comparison group counterparts; and (4) athletes consistently completed fewer transfer units and earned lower GPA's in transfer courses than comparison group students. A discussion of policy implications and directions for further study, data reporting forms, and detailed data tables are included. (PAA)

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A STUDY OF THE ACADEMIC PERFORMANCE OF STUDENT ATHLETES IN CALIFORNIA'S COMMUNITY COLLEGES

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A STUDY OF THE ACADEMIC PERFORMANCE OF STUDENT ATHLETES IN CALIFORNIA'S COMMUNITY COLLEGES

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TO STUDENT-ATHLETES

...understand that - unless you are one of the remarkably talented and very lucky - when your athletics eligibility has expired *your playing days are over.* Your task, even if you are one of the fortunate few, is to prepare yourself for the years and decades that stretch ahead of you beyond college... Presidents and coaches cannot create your future. You must create it yourself. The best place to do that is in the classroom, the library and the laboratory.

Report of the Knight Foundation
Commission on Intercollegiate Athletics
March 1991

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A STUDY OF THE ACADEMIC PERFORMANCE OF STUDENT ATHLETES IN CALIFORNIA'S COMMUNITY COLLEGES

May 1991

INTRODUCTION

The academic performance of student athletes in colleges and universities is a topic of national concern. Some persons argue that community colleges provide athletic programs for certain physically gifted students. Athletes, they say, are only taking courses within the physical education division; they use the resources of the college to participate in sports, thus making it impossible for them to attain any educational goals. Community colleges are a proving ground for over-zealous men and women to prepare to become professional athletes.

Others note that, at most, there are only 6,000 professional athletes in the United States sports scene. A recent NCAA study notes that the odds are 1 in 10,000 that a student athlete will make the "pros." There is little that a student athlete can expect if his/her goal is to become a professional athlete, they say; therefore, student athletes in community colleges are more like all other students. In fact, they argue, California community college student athletes are attempting the normal number of academic courses. Because of their interest in intercollegiate athletic programs, there are a certain number of physical education courses which must be taken; they feel that the student athlete attempts and completes larger numbers of academic courses than the average California community college student.

To date, the two opinions about student athletes in community colleges have remained largely unsubstantiated. There has been no objective research to provide accurate quantitative information about the academic progress of these students.

In California's 107 community colleges which educate over 1.4 million students annually, the intercollegiate athletic program is an integral part of the educational program. Its participants are students first and then athletes. Ninety-nine of the 107 community colleges offer intercollegiate athletics programs for men and women as part of their regular curriculum. More than 7,500 women and 15,000 men earn course credits for their participation in this program. No athletic scholarships are awarded to student athletes nor are "letters of intent" exchanged between colleges and student athletes. Faculty of intercollegiate athletics courses are to be employed as teachers first and coaches second.

There has been a great deal of discussion among college faculty, staff, and administrators about the achievement of educational goals by student athletes. To date, information has been largely qualitative where community

colleges have only been able to generalize about the types of academic courses, counseling, and progress that characterize student athletes and how they might compare to their non-athlete counterparts on a statewide basis. At the local level, the progress of student athletes has been studied in a variety of ways, largely through accreditation, annual program reviews, and descriptive surveys.

Most recently, the Community College League of California (CCLC) received from the State's Board of Governors, a major grant to study the academic profiles of selected student athletes CCLC's Commission on Athletics (COA) through its Research Committee undertook the project The COA is one of six CCLC Commissions. It is comprised of 21 college representatives who are faculty, athletic directors, administrators, chief executive officers, or trustees. COA members may serve for no more than two, three-year terms. The COA is administered by one paid employee who serves as Commissioner of Athletics and reports to the Executive Director and Board of CCLC. The COA establishes policies and procedures for the administration of the intercollegiate athletics programs of the colleges. It incorporates an extensive review and consultation process with the participating colleges. These colleges are members of one of twelve athletic conferences. Within the conference, each college has the opportunity to cast three votes on any question involving athletic program implementation.

Regarding student eligibility, each student who participates in athletics must be continuously and actively enrolled in a minimum of 12 credit units at his/her college during the season of participation. Once a student participates in athletics, he/she must maintain a cumulative minimum grade point average (GPA) in course work attempted for credit. In order to be eligible for a second season of a sport, the student must complete and pass 24-semester/36 quarter units prior to his/her next participation in that sport. Policies which govern community college athletics are designed to discourage students from transferring from one community college to another solely for the purposes of athletic participation.

In achieving their educational goals, student athletes are expected to be active participants in college matriculation programs. A 1985 study showed that at that time there were no counselors solely assigned to advise athletes on their academic programs. A 1989 study conducted by CCLC (then CACC) showed that 55 community colleges had counselors assigned as academic advisors for student athletes. Twenty colleges had a staff member identified to be a resource person knowledgeable about the academic needs of student athletes. Since 1989, more community colleges have added such individuals to their staffs to assist athletes in reaching their academic goals. Recently, a new professional organization was established to promote the academic counseling of student athletes in community colleges. The California Community College Association of Academic Advisors for Athletes (3C4A) has over 100 members.

The present study was designed to examine the academic performance of student athletes in community colleges. It provides a snapshot picture of the academic progress of these students to determine if there are differences in educational goal achievement of student athletes and a comparison group of non-athletes. There is need for objective research which gives a clear and much-needed picture of the academic programs in which student athletes participate.

RESEARCH QUESTIONS

At its December 1988 meeting, the State Board of Governors asked a series of questions about the academic progress of student athletes. To respond to these questions, CCLC proposed that a systematic study be undertaken and submitted a project to the State's Fund for Instructional Improvement which was subsequently funded in July 1989. The following questions were asked:

- What are the demographic characteristics of student athletes in selected sports, and how do they compare with statewide and local college demographics?
- What is the course taking pattern of student athletes? How do they compare with a selected sample?
- How do student athletes and comparison students perform in terms of units attempted, units completed, percent of units completed, percent of units completed successfully, and grade point average (GPA) in PE Activity, PE Athletic, transfer, non-transferable/not remedial, remedial, and other courses?
- How do student athletes perform by sport?
- How do student athletes and comparison students perform by institution?
- How do student athletes and comparison students perform by gender and ethnicity?
- How do student athletes and comparison students perform over time?

METHOD

Subjects

Twelve community colleges participated in this study, one from each conference. Each college submitted the transcripts of all student athletes who participated in the following sports during the 1986-87 academic year: women's volleyball, softball, and basketball; men's basketball, football, and track and field. Students were selected based upon the athletic eligibility

FORM 3. The colleges reported all academic work from 1986-87 through 1988-89 including summers for a total of six semesters and two summer intersessions.

Colleges also submitted transcripts and demographic data on a set of students to be used as the comparison sample. These were students who attempted 12 units in the fall of 1986 or the spring of 1987. The comparison sample is not a control group since the students were not matched for identical demographic characteristics. All academic work for the same terms was reported. See Appendix A for a sample copy of the directions which were sent to the colleges.

Procedure

Forms were developed for the colleges to use which could later be scanned. (See Appendix B for a copy of the form used for data submission.) Each college coded the courses in one of the following categories: PE Activity, PE Athletic, Transfer, Non-transfer/not remedial, Remedial, or Other. Colleges were asked to code the courses since transcripts do not always clearly identify to someone outside the college how a course should be categorized.

Data was submitted to the CCLC office and then sent to the Mount San Antonio Community College District for analysis using the Statistical Package for the Social Sciences (SPSS).

LIMITATIONS OF THE STUDY

This study has several limitations which should be considered when any attempt is made to generalize beyond the sample populations. The sports selected may not be representative of all students in athletic programs. This study does not include other sports such as aquatics, golf, soccer, tennis, etc. The selected sports found in this study (e.g., football and basketball) were included so that analyses could be done on specific ethnic and gender subgroups about which policy questions have been raised. There are considerably more male athletes in the study since football has the greatest number of student athletes enrolled. The heavy influence of the grades of football students on the overall performance of student athletes probably skews the results. Therefore, the performance by ethnicity or gender as reported in this study may not be representative of all student athletes.

Another limitation of this study is the lack of a true control group. The only other group of community college students who are required to take 12 or more units each semester and maintain a minimum GPA of 2.0 are students who receive financial aid. The Commission on Athletics Research Committee had considerable discussion regarding an appropriate comparison group, and the CCLC Research Commission also discussed the issue. The Research Committee of the COA initially recommended that only athletes be studied since there was not a good control group that could be

identified. While this is true, the Research Committee finally elected to use a comparison group so that some analysis of the athlete compared to other community college students could be done. The comparison students were full-time, taking at least 12 units during the 1986-87 year since student athletes are required to be full-time students. Students who are full-time may not be typical community college students, and the results of the study should not be generalized to all community college students or to all student athletes.

RESULTS

Population Distributions

Originally, twelve (12) community colleges were selected for the study. However, one college was on the quarter calendar, and since its results were not easily compared with colleges on the traditional semester calendar, those data were excluded from the study. The enrollment figures for each of the remaining eleven (11) community colleges, as reported in the Chancellor's Office "Report on Enrollment, Fall 1986" (1), are reported in Table 1, and the figures are compared to the total community college enrollment for 1986 since that is the year selected for the beginning of the study. The eleven (11) colleges are similar to the total community college enrollment in terms of gender and ethnicity. The only major difference between the sample colleges and the total is in Hispanic enrollment: the sample had 7.14% Hispanic (see Table 1) compared to 14.30% in the total population.

There are differences between the sample colleges and the total in terms of age ranges (see Table 2). The sample only has 4.54% students in the fifty and over (50+) category compared to 11.20% for the total population. Overall, the sample colleges can probably be considered representative of the community colleges as a whole, although there are differences among individual colleges. The colleges are also representative in terms of location, with 5 from northern California, and 6 from southern California, and size, with 3 small, 3 medium, and 5 large colleges.

While the sample colleges can be considered representative of all community colleges with the exception of the Hispanic enrollment, the same cannot be said for the sample of students. It is interesting to note that while there were fewer Hispanics in the sample colleges, the proportion of Hispanics in the sample student population for both athletes and comparison group students was 11.11% or closer to the 14.30% in the total population. There are more males in the student athlete population, largely because of the male participation in football, and the student athletes are younger than both the comparison group and the total population (see Tables 3 and 4).

Explanation of Data Elements

The findings for each of the major research questions are presented in the same manner. The "N" reported in each cell is the number of students who had attempted units in a particular category. For example, in Table 5, the N of 66 for volleyball in the category of PE Activity courses is the number of women volleyball students who had attempted some PE Activity units sometime in their college experience. The percent of students is the number of students divided by the total number of students in the particular sample, or, in this example, 66/76. Units attempted is the number of units the student tried to take. Since the information comes from the transcript, units dropped before the deadline for a "W" are not reported. Units completed is the number of units for which the student received a grade of A, B, C, D, F, Credit, No Credit, or Incomplete. Percent of units completed is the number of units completed divided by the units attempted. Successful units completed is defined as the number of units for which the student earned an A, B, C, or Credit. It should be noted, however, that Credit units completed are not included in grade point average calculations. Percent of units successfully completed is the number of successful units completed divided by the total number of units attempted.

Analysis of the Data

- **How do student athletes perform by sport?**

Table 5 displays the course taking pattern by sport with summaries for women's and men's sports. There were 924 student athletes in the sample, although there were ten (10) cases where either the gender or the sport were unknown. Women athletes earned a higher GPA (2.63) than the men (2.45) and completed more units, 42.70 compared to 35.50. In addition, the women completed more transfer units (30.70) than the men (23.80). Both groups completed almost the same number of PE Athletic courses and PE Activity courses, approximately 4 units each. Male athletes took more remedial courses (44.46%) than female athletes (29.39%) though the number of remedial course units taken was small. Women softball students earned the highest GPA (2.67), and men basketball students earned the lowest GPA (2.37)

- **How do student athletes and comparison students perform by institution?**

Table 6 displays the course-taking pattern for athletes and comparison students by institution. There were 924 athletes and 1034 comparison students. Each college was directed to submit transcripts of comparison students who enrolled in twelve (12) units during either the fall of 1986 or the spring of 1987. The total number of comparison students was to be about the same as the number of athletes. However, one college submitted nearly twice as many comparison students as they should have. All of these

students were included in the sample, since there was no way to determine which students should be excluded.

Overall, there were differences among institutions and among comparison students and athletes. Athletes completed more units (37.3) than comparison students (33.0) and earned a slightly lower GPA, 2.50 compared to 2.62. The highest number of units completed for an institution was 40.2 and the least was 26.8 with average GPAs ranging from 2.21 to 2.71. It should be noted that no analysis was done on the impact of Credit grades on academic performance as measured by GPA since these grades are excluded from GPA calculations.

There were major differences in course-taking patterns between athletes and comparison students as would be expected. Only 52.8% of the comparison students took PE Activity courses compared to 87.45% of the athletes, and the athletes completed almost 4 PE Activity units compared to 1.2 for the other students. The athletes also completed an average of almost 4 PE Athletic units or about 2 courses. On the average, PE Activity and Athletic courses accounted for about 8 (21%) of the 37.3 total units completed by the athletes; since the grades earned in those courses were generally A's or B's, they also contributed positively to the average GPA for athletes. About 50% of the comparison students took a PE course; those units accounted for only 1.2 units (3%) of their 33 total units.

Comparison students completed an average of 28.3 transfer units with an average GPA of 2.59 compared to the athletes who completed 25.5 transfer units with a GPA of 2.20, a .39 grade point difference. Athletes were more likely to take non-transfer and remedial courses than were comparison students.

- **What is the course taking pattern of student athletes? How do they compare with a selected sample?**

This study examines the course taking pattern of student athletes and the comparison group by gender and by ethnicity. Table 7, found in the appendix, presents the course taking patterns of both groups (athletes and comparison) for males by ethnic group, for females by ethnic group, and for the total of males and females by ethnic group.

Table 10 below illustrates first, that males are overrepresented in the athlete group compared to the gender distribution in community colleges as a whole and as matched with the comparison group in this study. In the athlete group, females outperform males. Females attempt and complete more units (approximately two more 3-unit courses per semester than do the male athletes) and they successfully complete those courses at a higher rate than the males, as measured by receiving A, B, C or CR grades. Finally, the female athletes display higher grade point averages than the male athletes.

The study shows that athletes attempt and complete more units than do the comparison group students; however male athletes do less well.

Table 10

Total Performance by Gender
for Athletes and the Comparison Group

	MALES		FEMALES		ALL STUDENTS	
	N	%	N	%	N	%
ATHLETES						
Students	686	75%	228	25%	914	100%
Units Attempted	47	--	54	--	45	--
Units Completed	36	--	43	--	35	--
% Units Completed		76%	--	80%	--	78%
% Units Successfully Completed	--	67%	--	72%	--	70%
GPA	2.45	--	2.63	--	2.56	--
COMPARISON GROUP						
Students	491	53%	441	47%	932	100%
Units Attempted	41	--	41	--	45	--
Units Completed	33	--	32	--	35	--
% Units Completed	--	80%	--	78%	--	78%
% Units Successfully Completed	--	74%	--	71%	--	70%
GPA	2.64	--	2.59	--	2.56	--

- **How do student athletes and comparison students perform in terms of units attempted, units completed, percent of units completed, percent of units completed successfully, and grade point average (GPA) in PE Activity, PE Athletic, transfer, non-transferable/not remedial, and other courses?**

Table 11 displays the academic performance of student athletes and the comparison group by ethnicity and gender on the basis of units attempted, units completed, the percentage of units completed and the percentage of units students successfully completed with a grade of A, B, C, or CR.

For males, units attempted range from 41 to 48 in the athlete group and from 34 to 53 in the comparison group. In these groups, male Hispanic students attempt fewer units than do other students. Black and Hispanic males complete fewer units than Caucasian and Asian students, whether they are in the athlete or comparison group. However, there is a wider gap between units attempted and units completed for male student athletes than for the other athletes. This is not true for the comparison group.

For females, units attempted range from 49 to 56 in the athlete group and from 37 to 55 in the comparison group. In these groups, Black and Hispanic females attempt fewer units than do other student athletes and those in the comparison group. The gap between units attempted and completed for the female athletes shows that Black and Asian females complete fewer units than do their Hispanic and Caucasian counterparts, whereas in the comparison group, the gap is wider for Black females than for the other ethnic groups.

Male athlete Caucasian and Asian students complete a higher percentage of units than do their Black and Hispanic counterparts; however, the percentage of those units successfully completed is lower for Black and Asian students than for Hispanic and Caucasian students.

Female athlete Hispanic and Caucasian students complete a higher percentage of units than do their Black and Asian counterparts; but, the gap between the percentage of those units completed and those successfully completed is much wider for Black and Asian than for the other female athletes.

In examining the comparison group, results show that Black and Hispanic males and females have lower successful completion rates than do their Caucasian and Asian counterparts.

Caution is indicated for readers not to overinterpret these data due to the large sample sizes for Black male athletes and for Caucasian male and female athlete and comparison group students. Differences in sizes of the samples may cause a restriction in range and a size effect which could affect interpretation.

Table 11

Academic Performance of Student Athletes and the Comparison Group by Ethnicity and Gender for Units Attempted, Completed, % Completed and % Successfully Completed

ATHLETES

	MALES					FEMALES				
	N	Units Att.	Units Compl.	% Units Compl.	% Units Success.	N	Units Att.	Units Compl.	% Units Compl.	% Units Success.
Asian	25	48	39	80	68	11	54	41	75	64
Black	237	47	33	71	59	24	49	37	75	63
Caucasian	332	47	37	79	71	155	56	45	82	75
Hispanic	59	41	31	75	68	24	47	38	81	73
*All Athletes	686	47	36	76	67	228	54	43	80	72

COMPARISON GROUP

	MALES					FEMALES				
	N	Units Att.	Units Compl.	% Units Compl.	% Units Success.	N	Units Att.	Units Compl.	% Units Compl.	% Units Success.
Asian	48	53	43	81	76	43	55	45	82	75
Black	31	34	24	73	64	43	37	24	64	53
Caucasian	306	40	33	81	76	263	40	32	80	75
Hispanic	55	36	26	73	65	59	37	29	80	70
*All Comparison Group	491	41	33	80	74	441	41	32	78	71

*Total includes Filipino and Native American students in the sample.

Table 12 displays the grade point averages for the athletes and the comparison group by ethnicity. For all students in the sample (the athlete and comparison groups combined, including a small number of Filipino and Native American students), the grade point average is 2.56. The GPA range across the different ethnic groups presented in this study is disconcerting. For the athletes, the GPA data range from a high of 2.72 for Caucasian females to a low of 2.21 for Black males. For the comparison group, the GPA data range from a high of 2.81 for Asian males to a low of 1.99 for Black females. Analyses from the GPA data are further complicated due to the wide variance in sample sizes and by the fact that courses with a CR grade (credit equivalent to a C or higher) are not figured into the GPA computation. Black and Hispanic athletes outperform their counterparts in the comparison group, while the Asians and Caucasians in the comparison group outperform their counterparts in the athlete group.

Table 12

Grade Point Averages of Athletes and
the Comparison Group by Ethnicity and Gender

	ATHLETES				COMPARISON GROUP			
	MALES		FEMALES		MALES		FEMALES	
	N	GPA	N	GPA	N	GPA	N	GPA
Asian	25	2.40	11	2.30	48	2.81	43	2.69
Black	237	2.21	24	2.33	31	2.14	43	1.99
Caucasian	332	2.58	155	2.72	306	2.68	263	2.70
Hispanic	59	2.52	24	2.50	55	2.33	59	2.42
*All Athletes	686	2.45	228	2.63	*All Comp. 491	2.64	441	2.69

*Totals include Filipino and Native American students in the sample.

Table 13 illustrates the course taking patterns of the athlete and comparison group students enrolled in transfer, non-transfer (degree-applicable/ vocational), basic skills (remedial), PE Athletics and PE Activity courses. During the time they attend a community college, on the average, student athletes enroll in 32-36 transferable units (10-12 3-unit transfer courses with females enrolling in and completing approximately one more course than do the males); 3-4 non-transferable (degree-applicable/vocational) units; 2-3 basic skills (remedial) units; 4 units of PE athletics courses; and 4 units of PE activity courses (2 courses of 2 units each). It is important to note that the average course taking pattern applies only to students in the sample who actually took those courses. For example, a much smaller number of students in the sample completed non-transfer and basic skills courses.

How successful are the student athletes? Of the transferable units these student attempt, males complete 62% of these courses with a productive grade (A, B, C, or CR) and an average GPA of 2.12 while females successfully complete 71% of the transfer courses with a 2.50 GPA. The comparison group for the males does slightly better than the male athletes with a higher GPA of 2.63, whereas the females have the same completion rate and a slightly higher GPA (2.55). These data show that transfer courses comprise the largest number of units taken by student athletes and those in the comparison group in this study.

Regarding PE athletic and activity courses, the successful completion rate for both groups was high, averaging approximately 90%, with the comparison group taking a minimal number of units as might be expected.

Of critical importance is the fact that relatively few students from both groups in this study completed basic skills courses (1-2 units on the average). In a future study, it will be important to examine the true influence of CR grades which do not affect GPA and also the course taking patterns of students with GPAs below 2.0 to determine if these students are availing themselves of basic skills offerings to improve their GPAs. A final indirect effect may be the fact that PE athletics and activity Courses are transferable to four-year institutions and figure into the students' GPAs, affecting the overall academic performance of student athletes.

Table 13

Course Taking Patterns of Student Athletes and the Comparison Group By Gender and by Type of Course

	ATHLETES		COMPARISON GROUP		TOTAL	
	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES
Enrolled in Transfer Courses						
Students	674	661	482	433	1156	661
Units Attempted	32	36	35	35	33	36
Units Completed	24	29	28	28	26	29
% Units Completed	74%	79%	81%	79%	77%	79%
% Units Success. Completed	62%	71%	75%	71%	68%	71%
GPA	2.12	2.50	2.63	2.55	2.35	2.50
Enrolled in Non-Transfer Courses						
Students	377	126	221	212	598	338
Units Attempted	3	4	3	4	3	4
Units Completed	2	3	2	3	2	3
% Units Completed	63%	70%	71%	74%	66%	72%
% Units Success. Completed	50%	58%	64%	68%	56%	65%
GPA	1.83	2.06	2.37	2.65	2.07	2.47
Enrolled in Basic Skills Courses						
Students	305	67	115	67	420	174
Units Attempted	3	2	2	2	2	1
Units Completed	2	2	1	2	2	1
% Units Completed	71%	82%	76%	82%	72%	78%
% Units Success. Completed	62%	74%	69%	74%	64%	72%
GPA	1.89	2.25	2.18	2.25	1.98	2.33
Enrolled in PE Athletics Courses						
Students	652	217	24	15	676	232
Units Attempted	4	4	0.2	0.1	3	2
Units Completed	4	4	0.2	0.1	2	1
% Units Completed	92%	93%	96%	91%	92%	93%
% Units Success. Completed	92%	93%	93%	85%	92%	93%
GPA	3.89	3.89	3.62	3.71	3.89	3.88

Table 13 (continued)

Course Taking Patterns of Student Athletes and the Comparison Group By Gender and by Type of Course

	ATHLETES		COMPARISON GROUP		TOTAL	
	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES
Enrolled in PE Activity Courses						
Students	597	202	253	233	850	435
Units Attempted	4	4	1	1	3	2
Units Completed	4	4	1	1	3	2
% Units Completed	89%	87%	86%	82%	89%	85%
% Units Success. Completed	89%	86%	84%	80%	88%	94%
GPA	3.71	3.69	3.54	3.45	3.68	3.61

- **How do student athletes and comparison students perform by gender and ethnicity?**

In addition to ethnic and gender data of student athletes and comparison students displayed previously in Tables 11-13, Table 14 presents data of all students in the sample by gender and ethnicity who attempted and completed transferable units as part of their educational program. Again, data from Filipino and Native American students were excluded from the analysis due to small sample sizes. Regarding interpretation of these data, caution here is warranted since sample sizes for the ethnic groups are below 100 (except for male Black and male and female Caucasian athletes and Caucasians in the comparison group) with some groups such as Asian females only displaying data on 11 students. A further note concerns students who may have taken transfer courses requesting a credit (CR) grade. Though this grade means completion of the course with a C or better, the grade is not computed in the GPAs provided in the tables for this study.

As stated previously, athlete and comparison group students attempt and complete more transferable units than in any other category of course. For the athletes, successful completion rates ranged from a high of 73% with an average GPA of 2.52 for Caucasian females to a low of 53% with an average GPA of 1.80 for Black males in the sample. Although the sample sizes are very small, Asian and Black female athletes in the study also had GPAs below 2.00.

For the comparison group, successful completion rates ranged from a high of 77% for Caucasian males to a low of 54% for Black females. GPAs ranged

from a high of 2.77 for Asian males to a low 1.97 for Black females. GPAs for all other ethnic groups in the comparison sample were above 2.0.

Finally, it is important to note the range in units attempted and completed for students in both groups. Within the student athlete group, Asian and Caucasian females attempted 41 units of transferable courses, completing 29 and 33 of those units respectively, whereas Hispanic males attempted 26 of those units, completing 19. Within the comparison group, Asian females and males attempted 52 and 47 units respectively, completing 42 and 38 units each, whereas Black and Hispanic males and females attempted 26-31 units and completed 19-21 units. Differences in units attempted and units completed rates should be examined in future studies of this type.

Table 14

Academic Performance of Students in the Sample
Enrolled in Transfer Courses by Gender and Ethnicity

	MALES				FEMALES			
	ASIAN	BLACK	HISP.	CAUC.	ASIAN	BLACK	HISP.	CAUC.
ATHLETES								
Students	24	235	56	326	11	24	24	155
Units Attempted	34	31	26	34	41	35	33	41
Units Completed	26	21	19	26	29	24	27	33
% Units Completed	77%	68%	73%	77%	72%	70%	80%	80%
% Units Success. Completed	63%	53%	64%	68%	59%	57%	70%	73%
GPA	2.00	1.80	2.18	2.31	1.93	1.94	2.29	2.52
COMPARISON GROUP								
Students	48	30	54	300	43	42	57	258
Units Attempted	47	26	28	34	52	31	26	35
Units Completed	38	19	21	28	42	21	21	28
% Units Completed	81%	74%	74%	82%	82%	66%	81%	80%
% Units Success. Completed	76%	64%	65%	77%	75%	54%	67%	75%
GPA	2.77	2.06	2.35	2.68	2.67	1.97	2.31	2.67

- **How do student athletes and comparison students perform over time?**

The study tracked students who were enrolled during either fall 1986 or spring 1987 and followed their progress through summer 1989. Table 8 in the appendix displays the students' achievement by semester. Of the total of 924 student athletes, 881 (95%) were enrolled in fall 1986. Of the 1034 comparison students, 1005 (97%) were enrolled in fall 1986. Table 9 in the appendix displays the enrollment rate over time for each group of students. This is not a persistence rate since some students may have left college and others may have re-enrolled in each subsequent term. The enrollment rates are very similar for both groups. By the beginning of the second year, sixty percent (60%) of the comparison students and sixty-four percent (64%) of the student athletes are enrolled, and by the beginning of the third year, the rate drops to thirty-three percent (33%) and twenty-seven percent (27%) respectively.

During the first term, the comparison students completed an average of 10.2 units with a 2.61 GPA compared to the student athletes who completed 10.8 units with a GPA of 2.53. Approximately 95% of both comparison students and athletes enrolled in transfer units. However, comparison students attempted more transfer units (10.4) and completed an average of 8.9 transfer units while the athletes attempted an average of 8.7 transfer units and completed 6.7 of these. The different in the rate of enrollment in transfer courses almost disappears by the second and third year, but the athletes consistently earned lower GPAs and completed the transfer units less successfully than the comparison students. Also during the first term, athletes completed an average of 2.2 PE Athletic units, and almost 68% of the athletes were enrolled in PE Activity courses and completed an average of 1.7 units of PE Activity. Only about 28% of comparison students enrolled in PE Activity courses as might be expected.

Over time, athletes were more likely to enroll in PE Activity courses than comparison students, but the percent of athletes enrolling in PE Activity courses decreased from nearly 70% in the first year to approximately 55% in the second year, and to below 35% in the third year. Athletes enrolled in athletic courses in order to participate in sports, but by the third year, very few were still in athletics. Both groups of students took about the same number of non-transfer and remedial units and at about the same rate.

SUMMARY OF FINDINGS AND POLICY IMPLICATIONS

This study examines the demographic characteristics and academic performance of student athletes as compared to a comparison group. Eleven community colleges participated in this study which used transcript data from 924 athlete and 1034 comparison group students to investigate a variety of research questions, including: demographic characteristics; course taking patterns; success as measured by units attempted, units completed, percent of units completed, percent of units successfully completed, and

grade point average; performance by sport; performance by institution; performance by gender and ethnicity; and performance over time.

While limitations of the study described in a previous section of this report must be acknowledged, results of the data analysis suggest a number of policy directions which may warrant further consideration at the state and local level. A summary of the major findings of this study are presented below, followed by their policy implications.

First, findings illustrate that male athletes perform less well academically as a group than do other students, including females and comparison group students. In particular, Black males (athletes and comparison group students) and Black female comparison group students had lower grade point averages during the course of this study as compared to students of other ethnic groups. Beyond grade point average, this study also identifies differences both in course taking patterns and successful course completion rates for Black students. Caution about overinterpreting these data should be reiterated due to the large sample sizes for Black male athletes and for Caucasian male and female athlete and comparison group students.

Second, results demonstrate that there are institutional differences which may account for the variance in course taking patterns, completion rates of particular groups of students, and how many semesters students persist in college. These differences should be examined in future studies of this type.

Third, in regard to the course taking patterns of students, on the average, neither the student athletes nor those in the comparison group earn enough units to complete the associate degree during the three years accounted for in this study (1986-87 through 1988-89). It is likely that many student athletes have transfer as a goal. While some students in the comparison group may intend to transfer, others come to the community college with a variety of educational and career goals: to acquire new job skills, to retrain, or to change careers. It is interesting to note that approximately 20% of all community college students have baccalaureate degrees and have returned to a community college to achieve other academic or occupational goals.

Persistence to the Degree

As might be expected, student athletes take more physical education activity and athletic courses than do other students in the comparison group. On the average and over three years, the student athletes complete 26 transferable units in addition to 4 physical education activity units, 4 units of athletics (some of which may be transferable), 2-3 units non-transferable (vocational) units, and 1-2 remedial units. Still, the athlete does not earn enough units to obtain the associate degree. However, this same problem is also true of the comparison group.

Retention

Looking at enrollment over time, after the first year, roughly one-third of students in both groups do not enroll in the subsequent year. Retention rates for the athletes range from 95% in the first year, to 64% in the second year, to 27% in the third year. For the comparison group, the figures are: 97% in the first year, 60% in the second year, and 33% in the third year (see Table 9). It is interesting to note the parallels in enrollment rates between the two groups. However, again, the enrollment rate of the athletes in the third year is lower than that of the comparison group. The reasons for these differences are unclear. Many community college students stop out in order to work; some may transfer early; and still others may leave because their athletic eligibility spans only two years.

Fourth, given the low grade point average earned in transfer courses by the Black male and female athletes, as well as Asian female athletes (though the sample was only 11), it is striking that these students enrolled in few basic skills courses to assist them in preparing for college-level work. In this study, the overall grade point averages of these students are inflated by the generally higher GPAs earned in physical education courses; as such, the need for additional academic preparation may not be easily seen at a college campus unless student performance in transfer courses is directly analyzed and monitored. The same may be said for Black females in the comparison group whose GPAs in transfer courses was below 2.0.

Fifth, NCAA rules which must be adhered to by community colleges may serve as a disincentive for student athletes who have not acquired the necessary basic skills for college level work. Students who intend to be athletes out of high school fall into one of two NCAA categories: "qualifiers" and "non-qualifiers." "Qualifiers" are students who have a combined grade point average and SAT or ACT score to meet the eligibility cut-off. "Non-qualifiers" are ineligible. Some "qualifiers" choose to attend a community college. Also, a certain number of "non-qualifiers" will enroll in a community college in the hope of meeting NCAA criteria to transfer: completion of the associate degree with 48 units of transferable credit with a minimum 2.0 GPA. Time limits imposed on community college graduates are not realistic in terms of the time needed for students who may be underprepared to reach their educational goals. NCAA rules only allow community college students two years of eligibility. A relaxation of these rules to add an extra year before the eligibility clock starts ticking might give students with academic deficiencies time to acquire basic skills to assist them to success in college-level work.

Directions for Further Study

Model Programs

- Identify model programs in community colleges which have a proven track record in demonstrating high course completion rates of student athletes in transfer and vocational courses and which show that these students persist from basic skills or remedial to college-level courses.

If no such programs exist, then authorize a study to develop such models for replication in community colleges statewide. Specifically, model programs which address the academic success of underrepresented student athletes, particularly Black male athletes, through matriculation and academic advising, should be identified and replicated.

- Request that the Board of Governors consider incentive funding, special grants, or other mechanisms to encourage community colleges to develop and implement such model programs.

Athletic Eligibility

- Given the NCAA athletic eligibility model, in calculating and monitoring the required 2.0 grade point average for eligibility during the two year period in which athletes are allowed to compete, consider establishing a minimum number of non-PE Activity, non-PE Athletic units which must be counted toward the semester and annual units for athletic eligibility for students educationally at-risk as identified through matriculation. For example, courses might include those which satisfy general education requirements, occupational, and/or basic skills courses.

- Re-examine the appropriateness of the NCAA model for community college students and consider alternatives to this model for establishing eligibility. For example, part-time students cannot participate and, further, student athletes who need remedial work may not have enough time to take pre-collegiate basic skills courses. Expanding the eligibility period from two to three years is one alternative for consideration.

Matriculation

- Ensure the implementation of a specific individual education plan and monitor the number of transferable, occupational, and basic skills units these students attempt and complete with interventions provided by the institution for students whose grade point averages fall below 2.0. Community colleges may wish to consider the use of 2-year contracts to specify academic plans to be completed during the period of athletic eligibility. Additionally, individual community colleges should be encouraged to replicate this study on their own campuses as part of the follow-up component of matriculation.

- Request that the Board of Governors seek an augmentation to matriculation or some other categorical fund to provide student athletes academic bridge sessions, ongoing counseling and mentoring, study groups during the semester, tutoring, and other interventions leading to improved student success. Student athletes as a targeted group should receive matriculation, transfer, and other student services and instructional support - over and above those that already exist. For example, specialized orientation, a comprehensive assessment of basic skills in English, computation, and critical thinking, academic advisement on a weekly or biweekly basis, and ongoing follow-up will be essential to enhance the academic success of these students.

- Enhance the role of instructional and student services personnel (including academic advisors, athletic advisors, and coaches who work with student athletes) to ensure the focus on retention and successful completion of courses leading toward degrees and certificates - courses and programs which enable students to attain their educational goals. Inservice training, including a mentoring program for athletic personnel, should be provided at each community college.

Additional Research

- Conduct an intersegmental study and encourage educational interventions for student athletes to ensure that scholarship and academic achievement remain the top priority for these students. Transitional programs, such as 2+2 and 2+2+2 which link high schools to community colleges and community colleges to four-year institutions, should be explored with a focus on academic achievement and coordinated counseling and academic advising within and among the education segments.

- Commission a special study on methods to improve the academic performance of underrepresented students, especially Black male athletes. Given that Black student athletes on campus comprise a significant portion of underrepresented transfer students, these students may need a unique set of interventions to assist them in achieving their career goals.

- Encourage community colleges to conduct longitudinal outcomes research, including barriers to participation, on students who participate in intercollegiate sports.

Athletic Code Requirements

- Re-examination of Athletic Code requirements and propose revisions to strengthen mechanisms to enhance the academic success of student athletes. For example, statewide criteria and procedures for institutions to conduct intercollegiate athletic program reviews as part of their self-study for accreditation could be developed. Similarly, recommendations as to the scope of athletic advising or programs designed to assist athletes in academic programs could be made. Finally, a review of the relationship and

shared responsibility for the academic success of student athletes by athletic programs in particular and institutions at large could be undertaken.

CONCLUSION

This study has perhaps raised more questions than it answers and, certainly, additional research is warranted in this regard. Opportunities should be provided for all students who so desire, to participate in athletics, including those who do not fit into the NCAA athletic eligibility model. Barriers to participation should be examined in future studies of this kind. It is incumbent that all institutions of higher education - community colleges, state colleges and universities - work together with their high school colleagues to enhance the academic performance of student athletes to ensure their future success within the communities within which they live and work.

APPENDIX A

Tables 1-8

Enrollment by Gender and Ethnicity for Sample Colleges Compared to the Total Community College Enrollment

Sample Colleges	Enrollment	Male	Female	Am Ind	Asian	Black	White	Hispanic	Filipino	Other
A		43.60%	56.40%	0.70%	8.30%	6.20%	63.20%	15.50%	2.40%	3.70%
B		42.90%	57.10%	1.20%	2.20%	5.50%	81.20%	8.10%	1.10%	0.60%
C		43.40%	56.60%	1.90%	2.60%	1.20%	81.20%	5.00%	0.20%	7.90%
D		42.30%	57.70%	2.50%	3.30%	9.50%	69.40%	11.90%	1.00%	2.50%
E		45.70%	54.30%	1.70%	3.10%	2.80%	65.10%	16.80%	7.60%	2.80%
F		44.50%	55.50%	2.20%	5.50%	4.90%	78.30%	5.70%	1.00%	2.40%
G		46.50%	53.50%	0.70%	33.20%	10.80%	36.40%	10.60%	8.30%	0.00%
H		45.20%	54.80%	1.10%	7.90%	3.90%	74.10%	3.50%	3.50%	2.00%
I		38.20%	61.80%	2.20%	3.50%	3.80%	79.20%	8.70%	0.60%	2.10%
J		45.90%	54.10%	0.90%	13.00%	18.90%	51.80%	12.80%	2.30%	0.50%
K		46.10%	53.90%	1.60%	7.00%	6.90%	60.50%	20.30%	0.70%	2.90%
Total	**170865**	**44.59%**	**55.41%**	**1.40%**	**15.22%**	**6.49%**	**63.19%**	**7.14%**	**4.06%**	**1.45%**
California Total	**1225373**	**43.50%**	**56.50%**	**1.30%**	**9.70%**	**7.30%**	**62.80%**	**14.30%**	**2.30%**	**2.30%**

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Age Distribution for the Sample Colleges Compared to the Total Community College Enrollment

					AGE RANGES										
College	Enrollment	17 and under		18		19		20-24		25-29		30-49		50	
A	18190	346	1.90%	1273	7.00%	1473	8.10%	5402	29.70%	3365	18.50%	5039	27.70%	1273	7.00%
B	7730	301	3.90%	611	7.90%	518	6.70%	1476	19.10%	1407	18.20%	2868	37.10%	557	7.20%
C	7643	329	4.30%	581	7.60%	696	9.10%	1972	25.80%	1039	13.60%	2316	30.30%	718	9.40%
D	14719	339	2.30%	1339	9.10%	1339	9.10%	3665	24.90%	2443	16.60%	4769	32.40%	810	5.50%
E	12616	252	2.00%	1161	9.20%	1072	8.50%	2990	23.70%	2107	16.70%	3722	29.50%	1312	10.40%
F	19271	308	1.60%	1850	9.60%	1927	10.00%	5627	29.20%	3411	17.70%	5415	28.10%	713	3.70%
G	23205	278	1.20%	1578	6.80%	1833	7.90%	7031	30.30%	4339	18.70%	7101	30.60%	1044	4.50%
H	18003	1026	5.70%	1224	6.80%	1494	8.30%	5905	32.80%	3529	19.60%	4249	23.60%	594	3.30%
I	8394	311	3.70%	562	6.70%	571	6.80%	1746	20.80%	1402	16.70%	3039	36.20%	772	9.20%
J	26440	502	1.90%	2538	9.60%	2750	10.40%	8302	31.40%	4759	18.00%	6002	22.70%	1586	6.00%
K	14654	176	1.20%	1451	9.90%	1553	10.60%	4513	30.80%	2418	16.50%	4015	27.40%	528	3.60%
Sample CollegeTota	68873	1924	2.79%	5214.6	7.57%	5825.3	8.46%	20309	29.49%	12681	18.41%	19803	28.75%	3124	4.54%
California Total	1225373	29409	2.40%	91903	7.50%	98030	8.00%	306343	25.00%	194834	15.90%	367612	30.00%	137242	11.20%

Table 2

Distribution of Sample Populations

College	Athletes	Percent Athletes	Comparison	Percent Comparison	Total	Percent of Total
A	48	5.19	49	4.74	97	4.95
B	77	8.33	81	7.83	158	8.07
C	108	11.69	100	9.67	208	10.62
D	113	12.23	134	12.96	247	12.61
E	106	11.47	120	11.61	226	11.54
F	94	10.17	91	8.80	185	9.45
G	69	7.47	137	13.25	206	10.52
H	87	9.42	102	9.86	189	9.65
I	65	7.03	64	6.19	129	6.59
J	81	8.77	76	7.35	157	8.02
K	76	8.23	80	7.74	156	7.97
Total	924		1034		1958	

Age Distribution of Athletes and Comparison Students

	Unknown	Percent	17 & under	Percent	18	Percent	19	Percent	20-24	Percent	25-28	Percent	29 & over	Percent	Total
Athletes	56	6.06	51	5.52	442	47.84	233	25.22	131	14.18	6	0.65	5	0.54	924
Comparison	115	11.12	58	5.61	378	36.56	156	15.09	211	20.41	52	5.03	64	6.19	1034
Total	171	8.73	109	5.57	820	41.88	389	19.87	342	17.47	58	2.96	69	3.52	1958
Sample Colleges				*2.44*		*8.33*		*8.91*		*28.46*		*17.69*		*34.2*	
Total Colleges				*2.4*		*7.50*		*8*		*25*		*15.9*		*41.2*	

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Table 3

Gender and Ethnicity of Athletes and Comparison Students

	Athletes	Percent	Comparison	Percent	Total	Percent			
Males									
Asian	25	3.64	48	9.78	73	6.20			
Black	237	34.55	31	6.31	268	22.77			
Filipino	1	0.15	8	1.63	9	0.76			
Hispanic	59	8.60	55	11.20	114	9.69			
Native American	6	0.87	10	2.04	16	1.36			
White	332	48.40	306	62.32	638	54.21			
Unknown	5	0.73	7	1.43	12	1.02			
Other	21	3.06	26	5.30	47	3.99			
Total Males	686		491		1177				
	Athletes	Percent	Comparison	Percent	Total	Percent			
Females									
Asian	11	4.47	43	9.75	54	7.86			
Black	24	9.76	43	9.75	67	9.75			
Filipino	1	0.41	12	2.72	13	1.89			
Hispanic	24	9.76	59	13.38	83	12.08			
Native American	4	1.63	2	0.45	6	0.87			
White	155	63.01	263	59.64	418	60.84			
Unknown	3	1.22	2	0.45	5	0.73			
Other	24	9.76	17	3.85	41	5.97			
Total Females	246		441		687				
	Athletes	Percent	Comparison	Percent	Total	Percent	Percent in Sample Colleges	Percent in All colleges	
All Students									
Asian	36	3.86	91	9.76	127	6.81	10.36	9.7	
Black	261	28.00	74	7.94	335	17.97	8.12	7.3	
Filipino	2	0.21	20	2.15	22	1.18	3.02	2.3	
Hispanic	83	8.91	114	12.23	197	10.57	11.11	14.3	
Native American	10	1.07	12	1.29	22	1.18	1.4	1.3	
White	487	52.25	569	61.05	1056	56.65	63.5	62.8	
Unknown	8	0.86	9	0.97	17	0.91			
Other	45	4.83	43	4.61	88	4.72			
Total All Students	932		932		1864				
	Note: There were 10 athletes and 102 comparison students where sex and or ethnicity were unreported.								
	The 112 students plus the 1864 reported in the table equals the total population of 1958.								

Table 4

Achievement by Sport

	Women's Sports				Men's Sports				Unknown	Total of
	Volleyball	Basketball	Softball	Total	Basketball	Football	Track	Total	Sport or Gender	all Sports
Number of students	76	60	93	228	99	415	174	688	10	924
Course Type										
PE Activity										
Number of students	66	54	85	202	87	372	143	597	9	808
Percent of students	86.84	90.00	91.40	88.60	87.88	89.64	82.18	87.03	90.00	87.45
Units Attempted	3.20	5.10	5.00	4.30	4.30	4.50	4.30	4.40	7.30	4.40
Units Completed	2.80	4.50	4.40	3.80	3.90	4.10	3.80	3.90	7.00	3.90
% Units Completed	87.73	89.34	87.29	87.09	90.36	89.87	88.57	89.49	95.24	89.01
% Units Successfully Completed	86.09	88.85	86.65	86.18	89.55	89.23	87.64	88.81	91.84	88.22
GPA	3.70	3.77	3.68	3.69	3.71	3.69	3.69	3.71	3.71	3.70
Athletic Courses										
Number of students	74	59	89	217	96	397	184	652	10	879
Percent of students	97.37	98.33	95.70	95.18	96.97	95.66	94.25	95.04	100.00	95.13
Units Attempted	4.00	5.10	4.20	4.20	3.70	4.00	5.10	4.20	5.70	4.20
Units Completed	3.80	4.90	3.80	3.90	3.40	3.70	4.80	3.80	5.50	3.90
% Units Completed	95.05	95.79	91.03	93.36	90.99	91.66	93.88	92.35	96.49	92.66
% Units Successfully Completed	95.05	95.46	91.03	93.05	90.99	91.66	93.88	92.35	96.49	92.58
GPA	3.90	3.92	3.93	3.89	3.75	3.93	3.90	3.89	3.96	3.89
Transfer Courses										
Number of students	76	60	93	228	97	409	171	674	10	912
Percent of students	100.00	100.00	100.00	100.00	97.98	98.55	98.28	98.25	100.00	98.70
Units Attempted	41.40	43.30	38.60	39.30	34.10	30.60	35.40	32.20	45.40	34.10
Units Completed	31.80	34.50	30.40	30.70	25.20	22.60	26.70	23.80	25.90	25.50
% Units Completed	77.40	79.77	78.82	78.16	73.87	73.81	75.28	73.99	57.05	74.93
% Units Successfully Completed	68.34	70.81	71.21	69.82	62.36	61.05	65.04	62.22	45.37	64.14
GPA	2.45	2.38	2.43	2.41	2.08	2.07	2.25	2.12	1.75	2.20
Non-transfer, not remedial										
Number of students	43	32	57	128	50	228	106	377	5	508
Percent of students	56.58	53.33	61.29	55.26	50.51	54.94	60.92	54.96	50.00	54.98
Units Attempted	3.90	3.60	4.00	3.70	3.50	2.90	3.90	3.20	2.70	3.30
Units Completed	2.80	2.40	2.90	2.60	2.40	1.80	2.50	2.00	1.20	2.10
% Units Completed	71.57	64.84	71.54	69.96	66.75	61.37	65.02	63.41	44.44	65.07
% Units Successfully Completed	60.70	51.60	62.15	58.36	51.91	48.92	48.09	50.00	18.52	52.05
GPA	2.09	1.93	2.09	2.06	1.94	1.84	1.87	1.83	0.87	1.89
Remedial										
Number of students	20	23	24	67	45	199	74	305	8	380
Percent of students	26.32	38.33	25.81	29.39	45.45	47.95	42.53	44.46	80.00	41.13
Units Attempted	1.30	2.80	2.20	2.00	3.20	2.70	2.80	2.70	2.80	2.50
Units Completed	1.10	2.50	1.80	1.80	2.80	1.80	2.00	1.90	1.40	1.80
% Units Completed	79.70	90.00	78.06	81.57	80.41	67.04	69.30	71.01	50.00	72.85
% Units Successfully Completed	75.74	75.29	73.57	74.15	72.73	58.46	60.18	62.34	39.29	64.40
GPA	2.01	2.13	2.54	2.25	1.92	1.87	1.81	1.89	1.40	1.97
Other Courses										
Number of students	4	4	3	11	0	10	14	23	1	35
Percent of students	5.26	6.67	3.23	4.82	0.00	2.41	8.05	3.35	10.00	3.79
Units Attempted	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10	0.30	0.10
Units Completed	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.00	0.00	0.00
% Units Completed	100.00	0.00	66.67	85.71	0.00	58.33	52.17	54.35	0.00	55.36
% Units Successfully Completed	100.00	0.00	66.67	85.71	0.00	58.33	52.17	54.35	0.00	55.36
GPA	0.00	0.00	0.00	0.00	0.00	2.50	2.12	2.33	0.00	2.33
Total Courses										
Number of students	76	60	93	228	99	415	174	688	10	924
Units Attempted	53.60	60.00	54.00	53.60	48.90	44.80	51.70	46.60	64.20	48.50
Units Completed	42.30	48.90	43.10	42.70	38.50	34.00	39.80	35.50	41.00	37.30
% Units Completed	78.98	81.54	79.90	79.65	78.55	75.81	77.06	76.16	63.81	76.94
% Units Successfully Completed	71.03	73.51	73.80	72.35	66.07	65.71	66.18	66.57	53.62	67.96
GPA	2.62	2.61	2.67	2.63	2.37	2.43	2.52	2.45	2.26	2.50

Table 5

													Total
	A	B	C	D	E	F	G	H	I	J	K	Total	All Students
Comparison Students	49	81	100	134	120	91	137	102	64	76	80	1034	1958
Athletes	48	77	108	113	106	94	69	87	65	81	76	924	
Course Type													
PE Activity - Comparison													
Number of students	22	47	55	70	64	48	93	57	26	22	42	546	1354
Percent of students	44.90	58.02	55.00	52.24	53.33	52.75	67.88	55.88	40.63	28.95	52.50	52.80	69.15
Units Attempted	8	1.5	1.3	1.3	1.6	1	1.8	2.1	1.1	0.6	1	1.4	2.8
Units Completed	7	1.2	1	1.1	1.6	0.8	1.6	1.7	1	0.4	0.8	1.2	2.5
% Units Completed	82.29	81.59	77.82	81.56	98.47	81.05	86.51	81.88	88.81	70.45	79.75	84.38	87.81
% Units Successfully Complete	82.29	80.75	77.82	79.25	91.33	78.95	84.92	81.19	86.71	70.45	78.48	82.34	86.7
GPA	3.49	3.62	3.71	3.31	3.4	3.58	3.55	3.54	3.78	3.06	3.42	3.51	3.65
PE Activity - Athletes													
Number of students	31	68	101	104	76	87	59	78	62	73	69	808	
Percent of students	64.58	88.31	93.52	92.04	71.70	92.55	85.51	89.66	95.38	90.12	90.79	87.45	
Units Attempted	4.1	3.6	5.2	4.1	3.4	5.6	4.4	6.2	5	3.3	3.3	4.4	
Units Completed	4	2.9	4.7	3.6	3.3	5.3	3.8	5.4	4	2.8	2.8	3.9	
% Units Completed	97.44	79.96	90.91	88.2	99.3	95.61	86.75	86.44	79.88	83.83	87	89.01	
% Units Successfully Complete	97.44	79.6	90.73	87.27	98.31	94.66	84.44	85.79	78.05	83.46	86.18	88.22	
GPA	3.95	3.37	3.84	3.8	3.69	3.83	3.63	3.79	3.13	3.73	3.75	3.7	
PE Athletics - Comparison													
Number of students	0	6	0	9	15	3	13	7	0	1	0	54	
Percent of students	0.00	7.41	0.00	6.72	12.50	3.30	9.49	6.86	0.00	1.32	0.00	5.22	
Units Attempted	0	0.2	0	0.2	0.5	0.1	0.7	0.2	0	0	0	0.2	
Units Completed	0	0.2	0	0.1	0.5	0	0.7	0.2	0	0	0	0.2	
% Units Completed	0	100	0	90.48	100	33.33	100	73.33	0	0	0	94.42	
% Units Successfully Complete	0	100	0	76.19	94.78	33.33	100	73.33	0	0	0	91.63	
GPA	0	4	0	3.06	3.81	4	3.71	3.7	0	0	0	3.7	
PE Athletics - Athletes													
Number of students	46	76	106	105	84	90	68	87	64	78	75	879	933
Percent of students	95.83	98.70	98.15	92.92	79.25	95.74	98.55	100.00	98.46	96.30	98.68	95.13	47.65
Units Attempted	4.9	3.5	4.5	3.1	4.1	3.3	8.3	3.8	3.2	4.8	3.6	4.2	2.1
Units Completed	4.7	3.1	4.1	2.9	4	3.1	7.7	3.4	2.8	4.6	3.2	3.9	1.9
% Units Completed	95.36	88.93	91.58	93.79	98.62	94.82	92.31	87.72	88.78	94.39	89.79	92.66	92.75
% Units Successfully Complete	95.36	88.56	91.58	93.22	98.62	94.82	92.31	87.72	88.78	94.39	89.79	92.58	92.53
GPA	3.95	3.84	3.97	3.89	3.83	3.94	3.83	3.91	3.76	3.96	3.96	3.89	3.88

Table 6

	A	B	C	D	E	F	G	H	I	J	K	Total	Total All Students
Transfer - Comparison													
Number of students	49	80	98	131	114	90	137	101	64	72	79	1015	
Percent of students	100.00	98.77	98.00	97.76	95.00	98.90	100.00	99.02	100.00	94.74	98.75	98.16	
Units Attempted	46.3	39.9	31.8	28.2	25.9	33.3	47.8	46.8	35.1	16	41.6	35.5	
Units Completed	35	33	26.5	20.4	24.6	23.9	39.2	37.1	27.8	11.3	32.7	28.3	
% Units Completed	75.65	82.77	83.26	72.4	95.06	71.74	82.02	79.42	79.25	70.76	78.68	79.88	
% Units Successfully Complete	68.55	79.3	77.29	63.37	87.47	65.6	76.3	72.41	74.19	58.43	70.17	73.12	
GPA	2.51	2.9	2.76	2.21	2.64	2.58	2.62	2.63	2.66	2.45	2.47	2.59	
Transfer - Athletes													
Number of students	48	77	108	113	96	94	69	85	65	81	76	912	1927
Percent of students	100.00	100.00	100.00	100.00	90.57	100.00	100.00	97.70	100.00	100.00	100.00	98.70	98.42
Units Attempted	37.3	29.8	32.9	36.4	22.1	37.8	32.3	36.5	33.7	37.9	41.8	34.1	34.8
Units Completed	28.2	19.6	25.4	25.7	20.3	31.4	21.3	25.4	23.7	29.1	31.5	25.5	27
% Units Completed	75.57	65.99	77.11	70.58	92.2	83.09	65.98	69.61	70.35	76.79	75.32	74.93	77.6
% Units Successfully Complete	64.84	53.59	67.38	57.07	80.61	74.39	55.07	58.6	63.49	64.34	65.44	64.14	68.97
GPA	2.15	2.09	2.27	1.92	2.34	2.35	1.98	2.18	2.39	2.15	2.38	2.2	2.41
Non-Transfer - Comparison													
Number of students	35	55	44	87	43	54	12	44	43	11	40	468	
Percent of students	71.43	67.90	44.00	64.93	35.83	59.34	8.76	43.14	67.19	14.47	50.00	45.26	
Units Attempted	6.4	5.1	2.1	4.1	2.3	5.3	0.2	3.2	6.1	0.8	3.6	3.2	
Units Completed	3.5	4	1.8	2.4	2	4.1	0.1	2.5	4.2	0.3	2.6	2.3	
% Units Completed	53.8	79.34	88.39	57.6	87.93	78.05	66.67	76.85	69.32	44.83	72.85	71.76	
% Units Successfully Complete	44.3	73.27	87.42	47.95	80.36	73.71	66.67	72.62	65.47	37.93	67.01	65.7	
GPA	1.94	2.89	3.25	1.76	2.5	2.62	2.57	2.44	2.71	2.43	2.72	2.49	
Non-Transfer - Athletes													
Number of students	35	64	50	73	44	66	8	45	48	35	40	508	976
Percent of students	72.92	83.12	46.30	64.60	41.51	70.21	11.59	51.72	73.85	43.21	52.63	54.98	49.85
Units Attempted	5.5	5.6	1.6	3.5	2.2	4.4	0.5	4	5.3	2.5	2.9	3.3	3.3
Units Completed	3.6	3.1	1.2	2.2	1.8	3.1	0.4	2.3	3.2	1.7	1.9	2.1	2.2
% Units Completed	64.29	55.45	73.26	63.59	83.04	71.18	84.85	56.16	61.02	67.84	65.83	65.07	68.56
% Units Successfully Complete	50.75	43.39	72.69	46.4	67.83	61.9	54.55	35.53	46.87	53.77	59.45	62.05	59.18
GPA	1.77	1.88	2.48	1.76	2.36	1.73	1.74	1.52	1.9	1.87	2.39	1.89	2.23
Remedial - Comparison													
Number of students	6	11	48	33	35	5	38	10	14	18	21	239	
Percent of students	12.24	13.58	48.00	24.63	29.17	5.49	27.74	9.80	21.88	23.68	26.25	23.11	
Units Attempted	0.3	0.6	3.7	1.3	1.8	0.1	0.7	0.6	1.1	1.7	1.2	1.2	
Units Completed	0.2	0.5	3	0.9	1.7	0.1	0.5	0.4	0.6	0.7	1	0.9	
% Units Completed	78.57	86.41	80.19	73.29	94.79	80	69.79	70.18	50.34	43.08	82.65	75.43	
% Units Successfully Complete	78.57	80.58	78.58	56.08	86.73	80	69.71	56.14	46.21	40	82.65	69.81	
GPA	3	2.63	2.69	2.03	2.45	3	2	1.88	1.15	1.8	2.25	2.32	

Table 6

	A	B	C	D	E	F	G	H	I	J	K	Total	Total All Students
Remedial - Athletes													
Number of students	10	34	69	40	63	17	24	29	32	44	18	380	619
Percent of students	20.83	44.16	63.89	35.40	59.43	18.09	34.78	33.33	49.23	54.32	23.68	41.13	31.61
Units Attempted	1	2.2	5.6	1.9	5.2	0.8	0.9	1.4	2.1	3.1	1	2.5	1.8
Units Completed	0.7	1.2	4.1	1.4	4.9	0.6	0.2	1.1	1.1	1.9	0.6	1.8	1.4
% Units Completed	61.54	54.82	73.58	72.98	93.6	81.49	24.19	78.57	51.3	60.8	61.64	72.85	73.77
% Units Successfully Complete	55.77	51.2	67.46	57.74	82.88	81.49	24.19	57.14	48.33	52.4	54.79	64.4	66.33
GPA	1.62	1.4	2.32	1.74	2.19	1.48	1.5	1.97	1.63	1.26	1.86	1.97	2.1
Other - Comparison													
Number of students	2	1	0	0	9	0	0	4	0	0	11	27	
Percent of students	4.08	1.23	0.00	0.00	7.50	0.00	0.00	3.92	0.00	0.00	13.75	2.81	
Units Attempted	0	0.1	0	0	0.2	0	0	0.3	0	0	0.8	0.1	
Units Completed	0	0.1	0	0	0.2	0	0	0.2	0	0	0.5	0.1	
% Units Completed	50	100	0	0	100	0	0	70	0	0	64.23	73.33	
% Units Successfully Complete	50	100	0	0	100	0	0	70	0	0	64.23	73.33	
GPA	3	4	0	0	3	0	0	0	0	0	3.47	3.26	
Other - Athletes													
Number of students	1	0	0	0	23	0	0	4	0	0	7	35	62
Percent of students	2.08	0.00	0.00	0.00	21.70	0.00	0.00	4.60	0.00	0.00	9.21	3.79	3.17
Units Attempted	0	0	0	0	0.1	0	0	0.2	0	0	0.3	0.1	0.1
Units Completed	0	0	0	0	0.1	0	0	0	0	0	0.2	0	0.1
% Units Completed	0	0	0	0	100	0	0	23.53	0	0	56	55.36	67.61
% Units Successfully Complete	0	0	0	0	100	0	0	23.53	0	0	56	55.36	67.61
GPA	0	0	0	0		0	0	0	0	0	2.33	2.33	3.06

	A	B	C	D	E	F	G	H	I	J	K	Total	All Students
Totals													
Comparison													
Number of students	49	81	100	134	120	91	137	102	64	76	80	1034	
Units Attempted	53.9	47.3	39	35	32.3	39.8	51.1	53.2	43.4	19.1	48.2	41.7	
Units Completed	39.4	39.1	32.4	24.9	30.6	29	42	42.1	33.6	12.8	37.6	33	
% Units Completed	73.13	82.51	83.05	71.12	94.8	72.78	82.2	79.18	77.35	67.28	78.13	79.32	
% Units Successfully Complete	65.89	78.83	77.97	61.95	87.28	67.02	76.77	72.6	72.56	56.38	70.32	72.85	
GPA	2.48	2.92	2.81	2.2	2.68	2.61	2.67	2.65	2.68	2.43	2.51	2.62	
Athletes													
Number of students	48	77	108	113	106	94	69	87	65	81	76	924	
Units Attempted	52.9	44.6	49.9	49.1	37.1	51.8	46.3	52.2	49.2	51.5	52.8	48.5	
Units Completed	41.1	29.9	39.6	35.9	34.5	43.6	33.4	37.6	34.8	40	40.2	37.3	
% Units Completed	77.6	67.06	79.33	73.14	93.24	84.16	72.04	72	70.71	77.51	76.14	76.94	
% Units Successfully Complete	68.5	57.05	72.18	61.22	83.85	76.92	63.9	62.04	64.36	67.16	67.8	67.98	
GPA	2.46	2.32	2.64	2.22	2.62	2.6	2.54	2.49	2.54	2.44	2.58	2.5	
Totals Per Institution													
Number of students	97	158	208	247	226	185	206	189	129	157	156		1958
Units Attempted	53.4	46	44.6	41.4	34.5	45.9	49.5	52.7	46.3	35.8	50.4		44.9
Units Completed	40.2	34.6	36.1	29.9	32.4	36.4	39.1	40	34.2	26.8	38.9		35.1
% Units Completed	75.32	75.21	80.89	72.21	94.01	79.31	79.01	75.91	73.79	74.87	77.11		78.11
% Units Successfully Complete	47.17	68.54	74.61	61.55	85.55	72.7	72.74	68.17	68.17	64.38	69.03		70.35
GPA	2.47	2.65	2.71	2.21	2.65	2.61	2.63	2.61	2.61	2.44	2.55		2.56

Table 6

MALES	Asian-Com	Asian-Ath	Black-Com	Black-Ath	Fil-Com	Fil-Ath	Hisp-Com	Hisp-Ath	NatAm-Com	NatAm-Ath	White-Com	White-Ath		Comp	Athletes	Males	All Students
Course Type	48	25	31	237	8	1	55	59	10	6	306	332		491	686	1177	
PE Activity																	
Number of students	28	21	13	210	5	1	28	49	3	5	154	292		253	597	850	
Percent of students	54 17	84 00	41 94	88 61	62 50	100 00	50 91	83 05	30 00	83 33	50 33	87 95		51 53	87 03	72 22	
Units Attempted	1 3	4 7	1 2	4 8	2 7	0 5	1 5	4 2	0 6	12 8	1 3	4 2		1 4	4 4	3 1	
Units Completed	1 2	4 7	1 1	4	1 8	0 5	1 4	3 7	0 4	12 3	1 1	3 8		1 2	3 9	2 8	
% Units Completed	90 32	99 16	90 79	87 45	67 44	100	90 42	88 39	66 67	96 1	84 19	90 4		86 1	89 49	88 86	
% Units Successfully Complete	90 32	99 16	90 79	86 25	67 44	100	88 83	87 78	66 67	96 1	81 43	89 96		83 91	88 91	87 9	
GPA	3 8	3 9	3 51	3 64	3 35	4	3 39	3 64	3 75	3 89	3 5	3 74		3 54	3 71	3 68	
PE Athletics																	
Number of students	1	23	5	230	1	1	4	53	0	6	12	313		24	852	876	
Percent of students	2 08	92 00	16 13	97 05	12 50	100 00	7 27	89 83	0 00	100 00	3 92	94 28		4 89	95 04	57 43	
Units Attempted	0	4 1	0 7	4 4	1 5	8	0 3	4	0	4 5	0 1	4		0 2	4 2	2 5	
Units Completed	0	4 1	0 7	4	1 5	8	0 3	3 7	0	4 5	0 1	3 7		0 2	3 8	2 3	
% Units Completed	100	100	100	92 28	100	100	100	93 17	0	100	88 47	91 8		85 98	92 35	92 47	
% Units Successfully Complete	100	100	88 36	92 28	100	100	100	93 17	0	100	88 47	91 8		92 98	92 35	92 37	
GPA	3	3 97	3 16	3 84	3 25	4	4	3 94	0	4	3 88	3 92		3 92	3 89	3 89	
Transfer																	
Number of students	48	24	30	235	8	1	54	58	9	8	300	326		482	674	1156	
Percent of students	100 00	96 00	96 77	99 16	100 00	100 00	98 18	94 92	90 00	100 00	98 04	98 19		98 17	98 25	98 22	
Units Attempted	46 7	34 1	26 2	31 1	42 9	17	27 7	25 9	26 6	39	34 4	33 7		35	32 2	33 3	
Units Completed	37 9	26 3	19 4	21 1	33 8	17	20 8	19	19 7	30 7	28 3	26		26 3	23 8	25 7	
% Units Completed	81 14	77 12	74 08	68 03	78 17	100	74 44	73 26	74 11	78 83	82 14	77 33		81	73 99	77 08	
% Units Successfully Complete	78 1	62 69	63 86	53 17	66 81	100	65 12	63 96	67 35	58 12	79 83	67 66		74 78	62 22	67 72	
GPA	2 77	2	2 06	1 8	2 25	2 47	2 35	2 18	2 4	2 02	2 68	2 31		2 63	2 12	2 35	
Non-Transfer																	
Number of students	18	13	13	138	1	0	31	30	5	4	134	179		221	377	598	
Percent of students	37 50	52 00	41 94	58 23	12 50	0 00	58 36	50 85	50 00	66 67	43 79	53 92		45 01	54 98	50 81	
Units Attempted	3 2	2 6	2	3 7	0 4	0	4 6	3 1	5 2	3 6	2 7	2 9		3 1	3 2	3 1	
Units Completed	2 3	2	1 5	2 2	0 4	0	2 9	1 7	3 1	1 5	1 9	2		2 2	2	2 1	
% Units Completed	73 68	76 52	75 41	58 91	100	0	64 14	58 59	59 62	39 13	72 45	68 73		70 55	63 41	66 36	
% Units Successfully Complete	71 05	59 85	75 41	44 01	100	0	57 37	46 7	59 62	26 09	64 55	56 46		63 62	50	55 62	
GPA	3 18	1 87	2 13	1 58	3	0	1 89	2 15	2 51	1 83	2 39	1 97		2 37	1 83	2 07	
Remedial																	
Number of students	13	11	11	123	3	0	17	32	1	3	80	127		115	305	420	
Percent of students	27 08	44 00	35 48	51 90	37 50	0 00	30 91	54 24	10 00	50 00	19 61	38 25		23 42	44 46	35 68	
Units Attempted	1 8	2 5	3 2	2 8	1	0	1 7	4 1	0 5	1 7	1 3	2 4		1 5	2 7	2 2	
Units Completed	1 6	1 5	1 5	1 8	1	0	1 1	2 9	0 5	1 2	1	1 9		1 1	1 9	1 6	
% Units Completed	87 36	60 32	45 96	62 84	100	0	61 36	71 7	100	70	81 77	76 2		76 09	71 01	72 45	
% Units Successfully Complete	77 01	46 03	39 9	55 91	100	0	56 08	61 49	100	70	73 44	68 92		68 87	62 34	64 18	
GPA	2 24	1 65	1 8	1 71	0	0	1 54	1 87	3	2 25	2 3	2 06		2 16	1 89	1 98	
Other																	
Number of students	1	1	1	3	0	1	1	3	0	2	8	12		11	23	34	
Percent of students	2 08	4 00	3 23	1 27	0 00	100 00	1 82	5 08	0 00	33 33	2 61	3 61		2 24	3 35	2 89	
Units Attempted	0 1	0	0 2	0 1	0	0 5	0 2	0	0	0 3	0 1	0 1		0 1	0 1	0 1	
Units Completed	0 1	0	0 2	0	0	0 5	0	0	0	0 2	0 1	0		0 1	0	0	
% Units Completed	100	0	100	37 5	0	100	0	0	0	50	49 43	88 18		49 59	54 35	51 63	
% Units Successfully Complete	100	0	100	37 5	0	100	0	0	0	50	49 43	88 18		49 59	54 35	51 63	
GPA	4	0	2	2 14	0	0	0	0	0	2	3 04	2 5		2 55	2 33	2 46	

FEMALES	Asian-Com	Asian-Ath	Black-Com	Black-Ath	Fil-Com	Fil-Ath	Hisp-Com	Hisp-Ath	NatAm-Com	NatAm-Ath	White-Com	White-Ath		Comp	Athletes	Females	All Students
	43	11	43	24	12	1	59	24	2	4	263	155		441	228	669	1958
PE Activity																	
Number of students	32	10	24	19	11	0	24	22	0	1	130	143		233	202	435	1285
Percent of students	74 42	90 91	55 81	79 17	91 67	0 00	40 68	91 67	0 00	25 00	49 43	92 26		52 83	88 60	65 02	65 63
Units Attempted	1 8	5 5	1 1	4	1 7	0	1 1	3 5	0	1 8	1 1	4 5		1 2	4 3	2 3	2 8
Units Completed	1 5	4 9	0 7	3 4	1 7	0	1 1	3 3	0	1 8	0 9	3 9		1	3 8	1 9	2 5
% Units Completed	83 12	89 26	65 96	84 97	95 24	0	94 7	94 61	0	100	80 58	86 16		82 12	87 09	85 35	87 81
% Units Successfully Complete	80 52	87 6	61 7	84 97	95 24	0	91 67	92 81	0	100	78 87	85 29		79 89	88 18	93 79	86 7
GPA	3 84	3 77	2 41	3 56	3 8	0	3 66	3 63	0	4	3 47	3 73		3 45	3 69	3 61	3 65
PE Athletics																	
Number of students	0	11	0	23	1	1	3	22	0	4	10	147		15	217	232	808
Percent of students	0 00	100 00	0 00	95 83	8 33	100 00	5 08	91 67	0 00	100 00	3 80	94 84		3 40	95 18	34 68	48 37
Units Attempted	0	4 1	0	5 7	0 2	3	0 3	3 7	0	3	0 1	4 1		0 1	4 2	1 5	2 1
Units Completed	0	4 1	0	5 5	0 2	3	0 3	3 5	0	3	0 1	3 8		0 1	3 9	1 4	1 9
% Units Completed	0	100	0	96 35	100	100	100	95 45	0	100	92	91 94		91 49	93 36	93 28	92 75
% Units Successfully Complete	0	100	0	96 35	100	100	83 33	95 45	0	100	92	91 46		85 11	93 05	92 68	92 53
GPA	0	4	0	3 9	4	4	3 5	3 88	0	3 67	3 86	3 9		3 71	3 89	3 88	3 88
Transfer																	
Number of students	43	11	42	24	12	1	57	24	2	4	258	155		433	228	661	1817
Percent of students	100 00	100 00	97 67	100 00	100 00	100 00	96 61	100 00	100 00	100 00	98 10	100 00		98 16	100 00	98 80	92 80
Units Attempted	51 8	40 7	31 4	34 7	47 2	9	26 2	33 4	3 8	25	34 8	41 4		35 2	36 3	36 3	34 8
Units Completed	42 4	29 2	20 8	24 4	37 1	9	21 2	26 7	1 8	13 2	27 8	33 3		27 7	30 7	28 7	27
Units Completed	42 4	29 2	20 8	24 4	37 1	9	21 2	26 7	1 8	13 2	27 8	33 3		27 7	30 7	28 7	27
% Units Completed	81 75	71 65	65 55	70 35	78 82	100	80 86	79 95	46 67	53	80 4	79 67		78 69	78 16	76 5	77 6
% Units Successfully Complete	74 57	58 93	53 53	56 9	68 43	100	68 63	70 33	46 67	36	74 91	72 57		71 36	69 82	70 81	68 97
GPA	2 87	1 93	1 97	1 94	2 42	2 33	2 31	2 29	1 71	1 66	2 87	2 52		2 55	2 41	2 5	2 41
Non-Transfer																	
Number of students	8	5	24	13	8	0	32	11	0	2	134	90		212	128	338	936
Percent of students	13 95	45 45	55 81	54 17	50 00	0 00	54 24	45 83	0 00	50 00	50 95	58 06		48 07	55 26	50 52	47 80
Units Attempted	1	3 5	3 2	3 5	2 9	0	6 2	3 1	0	2 7	3 4	3 9		3 6	3 7	3 6	3 3
Units Completed	0 6	2 7	1 4	2 4	2	0	4 7	1 8	0	2	2 6	2 8		2 6	2 6	2 6	2 2
% Units Completed	58 54	76 92	45 22	68 86	68 57	0	75 95	58 11	0	72 73	76 76	72 5		73 64	69 96	72 35	68 56
% Units Successfully Complete	51 22	53 85	37 13	38 92	68 57	0	71 8	41 22	0	36 36	71 78	65 33		68 21	58 36	64 75	59 18
GPA	2 29	1 5	1 9	1 54	3 24	0	2 6	1 83	0	2	2 74	2 2		2 65	2 06	2 47	2 23
Remedial																	
Number of students	10	2	17	10	2	0	24	9	0	3	48	41		107	67	174	594
Percent of students	23 26	18 18	39 53	41 67	16 67	0 00	40 68	37 50	0 00	75 00	18 25	26 45		24 26	29 39	26 01	30 34
Units Attempted	0 7	0 4	1 6	1 2	0 4	0	2 5	3 5	0	4 2	0 8	2		1 1	2	1 4	1 8
Units Completed	0 7	0	1	1 2	0 2	0	1 7	2 9	0	0 8	0 6	1 7		0 8	1 8	1 1	1 4
% Units Completed	100	0	62 69	94 92	40	0	69 76	83 33	0	17 65	77 72	84 62		74 42	81 57	77 93	73 77
% Units Successfully Complete	100	0	62 69	67 8	40	0	63 57	77 38	0	17 65	73 37	77 88		70 65	74 15	72 37	68 33
GPA	2 53	0	2 2	1 94	0 8	0	2 27	2 05	0	0	2 61	2 45		2 4	2 25	2 33	2 1
Other																	
Number of students	0	0	1	0	3	2	0	0	0	0	3 04	5 16		3 17	4 82	3 74	3 01
Percent of students	0 00	0 00	2 33	0 00	25 00	200 00	0 00	0 00	0 00	0 00	0 1	0		0 1	0	0 1	0 1
Units Attempted	0	0	0	0	0	0	0 2	0	0	0	0 1	0		0 1	0	0 1	0 1
Units Completed	0	0	0	0	0	0	0 2	0	0	0	0	0		97 7	85 71	98 04	87 61
% Units Completed	0	0	100	0	0	0	100	0	0	0	100	0		97 7	85 71	98 04	87 61
% Units Successfully Complete	0	0	100	0	0	0	100	0	0	0	3 52	0		3 69	0	3 69	3 06
GPA	0	0	4	0	0	0	4	0	0	0							

	Asian-Com	Asian-Ath	Black-Com	Black-Ath	Fil-Com	Fil-Ath	Hisp-Com	Hisp-Ath	NatAm-Com	NatAm-Ath	White-Com	White-Ath	Comp	Athletes	All Students	
Total Performance by Gender and Ethnicity																
MALES																
Number of students	48	25	31	237	8	1	55	59	10	8	308	332	491	686	1177	
Units Attempted	53 1	49 1	33 5	46 5	48 5	24	36	41 1	32 9	62 2	40	47 2	41 3	48 8	44 4	
Units Completed	43 1	38 8	24 4	33 1	38 2	24	26 3	31	23 7	50 3	32 5	37 4	33 1	35 5	34 5	
% Units Completed	81 18	80 33	72 78	71 33	78 87	100	73 06	75 34	72 08	80 97	81 45	79 21	80 18	78 16	77 72	
% Units Successfully Complete	76 22	68 44	63 82	59 49	68 81	100	64 62	67 69	68 62	67 29	75 82	71 05	74 05	66 57	69 47	
GPA	2 81	2 4	2 14	2 21	2 34	2 89	2 33	2 52	2 45	2 59	2 88	2 58	2 84	2 45	2 52	
FEMALES																
Number of students	43	11	43	24	12	1	59	24	2	4	263	155	441	228	669	1958
Units Attempted	55 3	54 2	37 2	49 1	52 4	12	36 5	47 1	3 8	36 7	40 4	55 8	41 3	53 8	45 5	44 8
Units Completed	45 1	40 8	23 7	36 8	41 1	12	29 2	38 2	1 8	20 7	32 4	45 1	32 3	42 7	35 8	35 1
% Units Completed	81 83	75 44	63 75	75 07	78 38	100	79 95	81 08	48 87	58 48	80 12	81 77	78 32	79 65	78 85	78 11
% Units Successfully Complete	74 68	64 21	52 82	62 78	67 41	100	69 78	72 59	48 87	43 54	74 83	74 66	71 44	72 35	71 81	70 35
GPA	2 69	2 3	1 99	2 33	2 5	2 75	2 42	2 5	1 71	1 98	2 7	2 72	2 59	2 63	2 61	2 58

Achievement by Semester

	Fall 1986	Spring 1987	Summer 1987	Fall 1987	Spring 1988	Summer 1988	Fall 1988	Spring 1989	Summer 1989	Total
Transfer - Comperison										
Number of students	955	793	204	589	503	156	310	247	72	
Percent of students	95.02	94.07	82.26	94.39	95.27	82.54	89.86	92.16	75.00	
Units Attempted	10.4	10.6	4.3	10.6	10.5	4.5	9.2	8.3	4.1	
Units Completed	8.9	8.3	3.8	8.3	8.1	3.1	6.9	6.1	3.1	
% Units Completed	86.56	78.43	87.52	78.66	77.08	83.46	74.25	73.46	74.87	
% Units Successfully Completed	77.46	72.35	81.08	71.96	72.47	75.83	66.53	66.24	67.17	
GPA	2.59	2.59	2.78	2.59	2.64	2.72	2.51	2.47	2.5	
Transfer - Athletes										
Number of students	834	784	193	580	458	132	236	178	49	
Percent of students	94.67	95.98	86.32	97.81	96.42	71.35	94.40	94.68	79.03	
Units Attempted	8.7	10	4.6	10.4	11.1	4.8	9.2	9.4	4.2	
Units Completed	6.7	7.3	3.8	8.1	8.2	3.7	6.2	6.2	3.3	
% Units Completed	77.54	73.35	81.6	77.98	74.23	77.52	67.86	66.3	78	
% Units Successfully Completed	66.38	61.95	72.26	67.04	64.85	66.51	56.01	57.15	64.3	
GPA	2.16	2.13	2.39	2.27	2.26	2.16	2.15	2.23	2.01	
Non-Transfer - Comperison										
Number of students	287	176	25	112	82	12	66	50	10	
Percent of students	28.56	20.88	10.08	17.95	15.53	6.35	19.13	18.66	10.42	
Units Attempted	4.1	4.2	3.5	4.1	3.6	4.3	3.9	4.4	3.7	
Units Completed	3.2	2.8	2.9	2.8	2.2	3.6	2.9	3.4	3.7	
% Units Completed	76.15	66.73	81.71	67.73	59.4	82.69	73.08	76.92	100	
% Units Successfully Completed	70.68	58.01	81.71	59.17	55.7	82.69	65.77	75.11	100	
GPA	2.46	2.4	2.63	2.19	2.47	2.54	2.79	3.11	3.01	
Non-Transfer - Athletes										
Number of students	278	212	21	121	97	19	57	35	11	
Percent of students	31.56	26.63	7.22	20.40	20.42	10.27	22.80	18.62	17.74	
Units Attempted	3.4	3.9	3.6	3.4	3.6	3.4	3.4	3.9	3.9	
Units Completed	2.4	2.4	2.4	2.2	2.3	2.9	1.9	2.2	2.8	
% Units Completed	69.05	61.59	67.11	65.15	65.18	84.73	57.81	55.11	72.94	
% Units Successfully Completed	51.99	49.46	63.16	52.59	53.43	69.47	54.17	44.89	54.12	
GPA	1.75	1.92	2.27	1.91	1.87	2.25	2.1	2.23	1.9	

Appendix Table 8

Achievement by Semester

	Fall 1986	Spring 1987	Summer 1987	Fall 1987	Spring 1988	Summer 1988	Fall 1988	Spring 1989	Summer 1989	Total
Remedial - Comparison										
Number of students	150	100	4	51	26	5	18	11	1	
Percent of students	14.93	11.86	1.61	8.17	4.92	2.65	5.22	4.10	1.04	
Units Attempted	3.5	3.5	4	3.7	2.9	3.6	3.7	3	1	
Units Completed	2.9	2.6	3.3	2.7	1.6	2	2.1	2.3	1	
% Units Completed	82.61	74.93	81.25	73.09	52.94	55.56	56.39	76.12	100	
% Units Successfully Completed	76.97	67.48	62.5	63.87	52.94	55.56	48.87	76.12	100	
GPA	2.34	2.3	1.9	2.55	1.62	2.6	1.7	3.03	0	
Remedial - Athletes										
Number of students	255	161	16	72	61	11	29	22	4	
Percent of students	28.94	20.23	5.50	12.14	12.84	5.95	11.60	11.70	6.45	
Units Attempted	3.8	3.8	2.3	3.4	3.4	2.9	3.5	3.8	3	
Units Completed	2.8	2.8	1.3	2.4	2.5	2.7	2.4	2.3	3	
% Units Completed	73.98	73.22	57.33	71.9	73.24	93.65	67.65	60.24	100	
% Units Successfully Completed	65.41	64.98	57.33	63.64	64.72	68.25	56.86	55.42	100	
GPA	1.87	2.06	1.96	1.92	2.09	1.69	2.31	1.82	3.25	
Other - Comparison										
Number of students	14	9	0	7	5	0	1	0	1	
Percent of students	1.39	1.07	0.00	1.12	0.95	0.00	0.29	0.00	1.04	
Units Attempted	2.2	2.8	0	2.6	4.2	0	3	0	21	
Units Completed	2.1	2.4	0	2.2	3.6	0	3	0	0	
% Units Completed	93.65	88	0	83.78	85.71	0	100	0	0	
% Units Successfully Completed	93.65	88	0	83.78	85.71	0	100	0	0	
GPA	3.32	2.9	0	3.37	3.5	0	4	0	0	
Other - Athletes										
Number of students	26	6	0	6	1	0	3	1	0	
Percent of students	2.95	0.75	0.00	1.01	0.21	0.00	1.20	0.53	0.00	
Units Attempted	0.8	1	0	2.7	1	0	3.3	3	0	
Units Completed	0.7	0.7	0	1	0	0	0.3	3	0	
% Units Completed	85	66.67	0	37.5	0	0	10	100	0	
% Units Successfully Completed	85	66.67	0	37.5	0	0	10	100	0	
GPA	2	3	0	3	0	0	0.5	4	0	

Appendix Table 8

Achievement by Semester

	Fall 1986	Spring 1987	Summer 1987	Fall 1987	Spring 1988	Summer 1988	Fall 1988	Spring 1989	Summer 1989	Total
Totals										
Comparison										
Number of students	1005	843	248	824	528	189	345	268	96	
Units Attempted	12.1	11.8	4.2	11.5	11.2	4.2	9.5	9	3.8	
Units Completed	10.2	9.2	3.6	9	8.6	3.5	7	6.6	2.9	
% Units Completed	84.98	77.89	86.95	78.06	76.2	82.75	73.83	73.8	73.87	
% Units Successfully Completed	77.16	71.71	81.15	71.52	71.83	76.1	66.35	67.33	67.77	
GPA	2.61	2.61	2.8	2.61	2.67	2.74	2.55	2.57	2.62	
Athletes										
Number of students	881	796	291	593	475	185	250	188	82	
Units Attempted	13.5	13.9	4.6	13.7	13.7	4.5	10.9	10.8	4.4	
Units Completed	10.8	10.5	3.9	10.9	10.4	3.8	7.5	7.2	3.4	
% Units Completed	79.77	75.47	83.41	79.84	75.67	80.13	68.98	66.47	77.29	
% Units Successfully Completed	70.9	66.1	76.92	70.6	67.44	69.63	58.92	57.9	64.78	
GPA	2.53	2.45	2.8	2.57	2.48	2.37	2.34	2.62	2.09	

Appendix Table 8

Percent of Student Enrolled Each Term

	Number	Fall 1986	Spring 1987	Summer 1987	Fall 1987	Spring 1988	Summer 1988	Fall 1988	Spring 1989	Summer 1989
Comparison Students	1034	1005	843	248	624	528	189	345	268	96
Percent enrolled each term		97.20	81.53	23.98	60.35	51.06	18.28	33.37	25.92	9.28
Athletes	924	881	796	291	593	475	185	250	188	62
Percent enrolled each term		95.35	86.15	31.49	64.18	51.41	20.02	27.06	20.35	6.71
Total	1958	1886	1639	539	1217	1003	374	595	456	158
Percent enrolled each term		96.32	83.71	27.53	62.16	51.23	19.10	30.39	23.29	8.07

Appendix Table 9

APPENDIX B

Form used for Data Submission

California Association of Community Colleges

Academic Progress of Student Athletes Research Study

COLLEGE ID: A B C D E F G H I J K L M N

STUDENT ID: 0 1 2 3 4 5 6 7 8 9

EVALUATOR: 0 1 2 3 4 5 6 7 8 9

DATE OF ADMISSION:

MONTH: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec

YEAR: 0 1 2 3 4 5 6 7 8 9

FOR ATHLETES ONLY

SEMESTER OF FIRST ATHLETIC PARTICIPATION

Fall 1986

Spring 1987

CALENDAR: *Semester* / *Quarter*

STUDENT ATHLETE: *Yes* / *No*

GENDER OF STUDENT: *Male* / *Female*

YEAR OF BIRTH: 0 1 2 3 4 5 6 7 8 9

ETHNICITY:

White
Black
Hispanic
Asian
Native American
Filipino
Other

FOR ATHLETES ONLY

SPORTS

MARK ALL THAT APPLY

Women's Volleyball
Women's Basketball
Women's Softball
Men's Basketball
Football
Men's Track & Field

TOTAL UNITS* ATTEMPTED: 000.0 111.1 222.2 333.3 444.4 555.5 666.6 777.7 888.8 999.9

TOTAL UNITS* COMPLETED: 000.0 111.1 222.2 333.3 444.4 555.5 666.6 777.7 888.8 999.9

CUMMULATIVE* GPA: 0.00 1.11 2.22 3.33 4.44 5.55 6.66 7.77 8.88 9.99

*May include units prior to Fall 1986.

California Association of Community Colleges

Academic Progress of Student Athletes Research Study

Fall 1986 to Summer 1987

COLLEGE ID:	A B C D E F G H I J K L M N

STUDENT ID:

0 0 0 0 0 0 0 0 0
1 1 1 1 1 1 1 1 1
2 2 2 2 2 2 2 2 2
3 3 3 3 3 3 3 3 3
4 4 4 4 4 4 4 4 4
5 5 5 5 5 5 5 5 5
6 6 6 6 6 6 6 6 6
7 7 7 7 7 7 7 7 7
8 8 8 8 8 8 8 8 8
9 9 9 9 9 9 9 9 9

TYPE OF COURSE:

1 = Physical Education - Activity
2 = Physical Education - Athletics
3 = Transfer
4 = Non-Transferable, Not Remedial
5 = Remedial
6 = Other

	TYPE OF COURSE	UNITS	GRADE
FALL 1986	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
SPRING 1987	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
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SUMMER 1987	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
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California Association of Community Colleges

Academic Progress of Student Athletes Research Study

Fall 1987 to Summer 1988

COLLEGE ID: A B C D E F G H I J K L M N

STUDENT ID:

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8 8 8 8 8 8 8 8 8 8
9 9 9 9 9 9 9 9 9 9

TYPE OF COURSE:

1 = Physical Education - Activity
2 = Physical Education - Athletics
3 = Transfer
4 = Non-Transferable, Not Remedial
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6 = Other

	TYPE OF COURSE	UNITS	GRADE
FALL 1987	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
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SPRING 1988	1 2 3 4 5 6	0 1 2 3 4 5 6 7 8 9 . 0 1 2 3 4 5 6 7 8 9	A B C D F CR NC W INC
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1990-91

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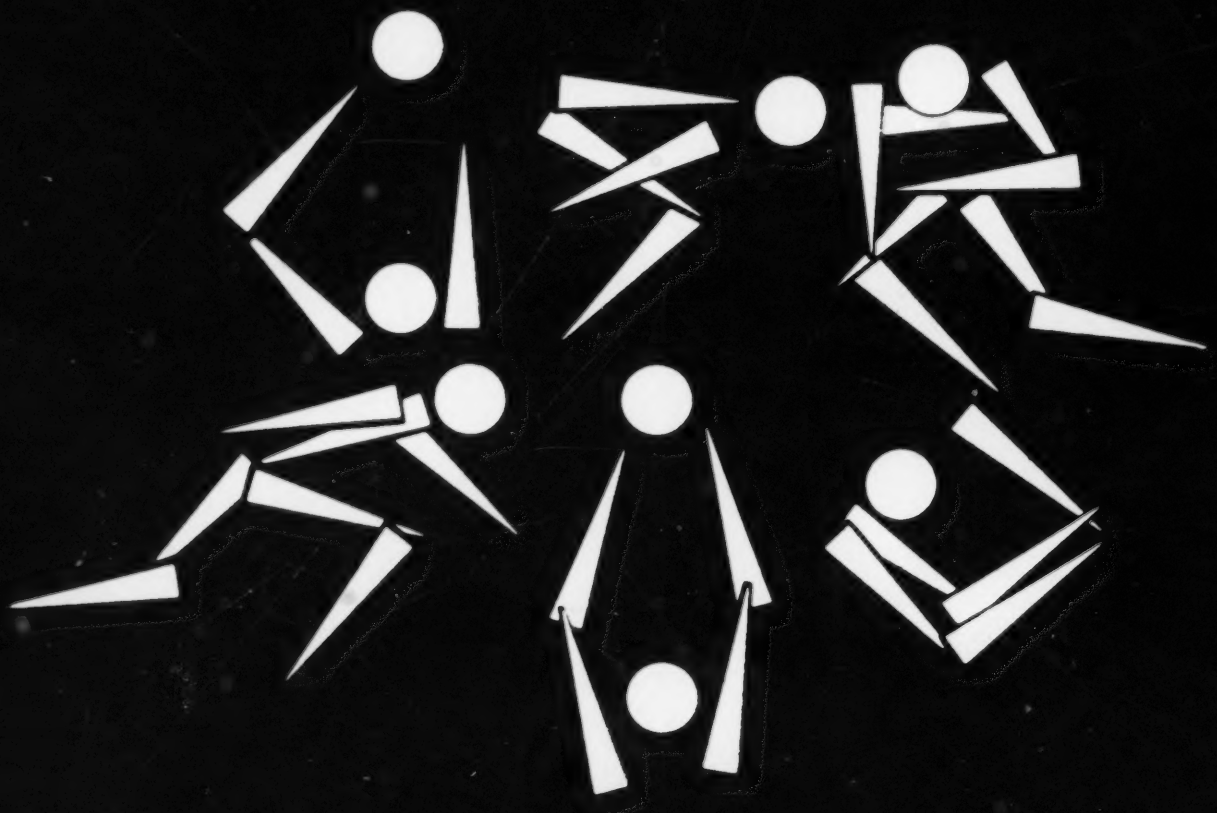

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